

TCAP End of Course, English II
Criterion Referenced (CRT) Reporting Categories with State Performance Indicators

Reporting Category 1: Language	
SPI#	State Performance Indicator
3002.1.1	Demonstrate an understanding of the eight parts of speech, including their troublesome aspects, such as how to form the past and past participle of irregular but commonly used verbs.
3002.1.2	Identify the patterns of a given set of sentences (i.e., subject-verb, subject-action verb-direct object, subject-action verb-indirect object-direct object, subject-linking verb-subject complement, subject-action verb-direct object-object complement).
3002.1.3	Combine a set of simple sentences into a single compound or complex sentence.
3002.1.4	Use sentence-combining techniques, effectively avoiding problematic comma splices, run-on sentences, and sentence fragments.
3002.1.5	Use commas correctly with appositives and introductory words, phrases, or clauses.
3002.1.6	Use commas to set off nonessential elements in a sentence.
3002.1.7	Correct a run-on sentence by using a comma and coordinating conjunction, subordinate conjunction, or semicolon.
3002.1.8	Recognize correct subject-verb agreement with intervening elements.
3002.1.9	Recognize a shift in either verb tense or point of view within a writing sample.
3002.1.10	Select correct pronoun usage in a sentence (e.g., with compound elements such as between you and me, or following than or as).
3002.1.11	Select correct pronoun-antecedent agreement using collective nouns or indefinite pronouns.
3002.1.12	Recognize the correct placement of end marks and other marks of punctuation with quotation marks used in dialogue.
3002.1.13	Select the appropriate word in frequently confused pairs (i.e., to/too/two, their/there/they're, it/it's, you/you're, whose/who's, which/that/who, accept/except, affect/effect, between/among, capitol/capital, principal/principle, stationary/stationery, who/whom, allusion/illusion, complement/compliment, cite/site/sight, counsel/council, coarse/course, farther/further, lose/loose, fewer/less, advice/advise, precede/proceed, adapt/adopt, eminent/imminent, assure/ensure/insure).
3002.1.14	Use context clues and/or knowledge of roots, affixes, and cognates to determine the meaning of unfamiliar words.
3002.1.15	Proofread a written passage for errors in punctuation and/or capitalization and/or spelling.
3002.1.16	Use a sample reference source to determine aspects of a given word (e.g., spelling, part of speech, definition, cognates, etymology, synonyms).
3002.1.17	Identify commonly used foreign words and phrases (i.e., RSVP, déjà vu, faux pas, du jour, bon voyage, alma mater, cum laude, femme fatale, esprit de corps, verbatim, E pluribus unum, prima donna, avant-garde, status quo, joie de vivre, carte blanche, caveat emptor, alpha and omega, tabula rasa, hoi polloi, ad nauseam, carpe diem, tempus fugit, c'est la vie, bona fide, savoir faire, non sequitur, id est, enfant terrible, terra firma, vox populi).
Reporting Category 2: Writing and Research	
SPI#	State Performance Indicator
3002.3.1	Proofread a passage for correct punctuation, mechanics, and usage.
3002.3.2	Choose the most effective order of sentences in a paragraph.
3002.3.3	Choose the transitional device that appropriately connects sentences or paragraphs within a writing sample.
3002.3.4	Select a vivid word (e.g., adjective, adverb, verb) to strengthen a written description.
3002.3.5	Demonstrate the ability to combine a set of simple sentences into a longer, more interesting sentence.
3002.3.6	Determine the most effective placement of information using a prewriting graphic organizer.
3002.3.7	Select the thesis statement in a writing sample or passage.
3002.3.8	Evaluate the relevance of supporting sentences by deleting an irrelevant sentence in a passage.
3002.3.9	Rearrange the order of supporting paragraphs within a writing sample given a specified organizational pattern (e.g., comparison-contrast, chronological).
3002.3.10	Identify a statement that reveals the writer's attitude.
3002.3.11	Identify the targeted audience for a selected passage.
3002.3.12	Determine the writer's purpose in a writing sample.

TCAP End of Course, English II

Criterion Referenced (CRT) Reporting Categories with State Performance Indicators

3002.3.13	Identify sentences that use effective parallelism within a writing sample.
3002.3.14	Select the proper format to convey a set of work-related information.
3002.3.15	Select the most precise word to provide clarity appropriate to audience and purpose.
3002.3.16	Identify the mode in which a writing sample is written.
3002.4.1	Select the research topic with the highest degree of focus.
3002.4.2	Differentiate between primary and secondary sources.
3002.4.3	Evaluate the reliability and credibility of sources for use in research.
3002.4.4	Evaluate the validity of Web pages as sources of information.
3002.4.5	Determine which statement presents an opposing view from those stated on a Web page.
3002.4.6	Identify information that must be cited or attributed within a writing sample.
Reporting Category 3: Communication and Media	
SPI#	State Performance Indicator
3002.2.1	Identify the thesis and main points of a challenging speech.
3002.2.2	Distinguish between a summary and a paraphrase.
3002.2.3	Distinguish between a critique and a summary.
3002.2.4	Discern the structure of a challenging speech (e.g., sequential, problem-solution, comparison-contrast, cause-effect).
3002.2.5	Identify rhetorical devices used in a challenging speech (i.e., rhetorical questions, parallelism and repetition, analogies, hyperbole, metaphors, and similes).
3002.2.6	Determine the most effective methods of engaging an audience during an oral presentation (e.g., making eye contact, adjusting speaking rate).
3002.2.7	Select the most appropriate strategies for participating productively in a team (e.g., gaining the floor in orderly, respectful ways and listen with civility to the ideas of others; identify the needs of the team and sharing various resources to respond to those needs; establishing clear group agreements and ensuring appropriate individual contributions are respected by the team).
3002.7.1	Draw an inference from a non-print medium.
3002.7.2	Select the type of conflict represented in a non-print medium.
3002.7.3	Choose a visual image that best reinforces a viewpoint.
3002.7.4	Determine the impact of production elements (e.g., font, color, layout, graphics, light, camera angle) on a message.
3002.7.5	Match a focused message to an appropriate medium.
3002.7.6	Infer the mood represented in a non-print medium.
3002.7.7	Consider the treatment of a particular subject or event in two or more media (e.g., newspaper and visual art, narrative and poem, diary and magazine article).
Reporting Category 4: Logic	
SPI#	State Performance Indicator
3002.5.1	Make inferences and draw conclusions based on evidence in text.
3002.5.2	Choose a logical word to complete an analogy.
3002.5.3	Evaluate text for fact and opinion.
3002.5.4	Analyze cause-effect relationships in text.
3002.5.5	Select the persuasive device (i.e., bandwagon, loaded words, testimonial, name-calling, plain folks, snob appeal, misuse of statistics, transfer).
3002.5.6	Identify the logical fallacy (i.e., appeal to fear, personal attack {ad hominem}, false dilemma, false analogy, slippery slope, non sequitur, false authority) within a given argument.
3002.5.7	Differentiate between the stated and implied evidence of a given argument.
3002.5.8	Determine whether a given argument employs deductive or inductive reasoning.
3002.5.9	Identify a statement that reveals the writer's biases, stereotypes, assumptions, or values within a writing sample.
3002.5.10	Identify a false premise in text.
3002.5.11	Identify the main claim, premise(s), evidence, or conclusion of a given argument.

TCAP End of Course, English II
Criterion Referenced (CRT) Reporting Categories with State Performance Indicators

3002.5.12	Select an additional sentence to add to an argument within a persuasive text.
3002.5.13	Select a rebuttal statement that best refutes the writer's viewpoint.
3002.5.14	Distinguish the strongest or weakest point of a given argument.
Reporting Category 5: Informational Text	
SPI#	State Performance Indicator
3002.6.1	Discern the stated or implied main idea and supporting details of informational and technical passages.
3002.6.2	Use the graphics of informational and technical passages to answer questions.
3002.6.3	Determine the appropriateness of a graphic used to support an informational or technical passage.
3002.6.4	Identify the organizational structure of an informational or technical text (e.g., sequential, problem-solution, comparison-contrast, cause-effect).
3002.6.5	Synthesize information across two or more informational or technical texts.
Reporting Category 6: Literature	
SPI#	State Performance Indicator
3002.8.1	Identify examples of idiom, metaphor, simile, personification, hyperbole, or pun in poetry or prose.
3002.8.2	Differentiate among verbal, situational, and dramatic irony.
3002.8.3	Identify and analyze an author's point of view (i.e., first person, third person, third-person limited, third-person omniscient).
3002.8.4	Identify and analyze how the author reveals character (i.e., what the author tells us, what the other characters say about him or her, what the character does, what the character says, what the character thinks).
3002.8.5	Determine the significance/meaning of a symbol in poetry or prose.
3002.8.6	Differentiate between mood and tone in poetry or prose.
3002.8.7	Determine the impact of setting on literary elements (i.e., plot, character, theme, tone.)
3002.8.8	Identify and analyze the common theme in a series of passages.
3002.8.9	Demonstrate knowledge of sound and metric devices (i.e., rhyme {internal, slant}, rhythm, blank verse, free verse, repetition, alliteration, onomatopoeia).
3002.8.10	Demonstrate knowledge of the characteristics of lyric poetry, epics, sonnets, dramatic poetry, and ballads.
3002.8.11	Identify and analyze the elements of drama (i.e., stage directions, dialogue, soliloquy, monologue, aside).
3002.8.12	Locate words or phrases in a passage that provide historical or cultural cues.
3002.8.13	Identify and analyze standard literary elements (i.e., allegory, parable, paradox, parody, satire, foreshadowing, flashback).
3002.8.14	Identify classical, historical, and literary allusions in context.
3002.8.15	Identify and analyze basic elements of plot (i.e., exposition, rising action, climax, falling action, resolution/denouement).
3002.8.16	Analyze how form relates to meaning (e.g., compare a poem and a newspaper on the same theme or topic).